**Career Academy Integrated Unit Plan**

**Academy Name: \_Agriscience Education and Communication\_\_\_** **School: \_\_\_Pine Ridge\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Integrated Unit Plan Title: **Today’s Romeo and Juliet** |
| Courses to integrate**: English 1, Agriscience Foundations, Ag Communications 2, Ag Communications 3** |
| Grade Level: **9, 10, 11** |
| Timeline & Duration: **Two weeks for design/production/ 2 weeks for English (not including time to read play)** |

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| Unit Summary: **Students will create video scenes, play bills, pamphlets, montages, and/or PowerPoint presentations using their own version/translation of scenes from Shakespeare’s Romeo and Juliet** |

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| **Overview of Activities/Lessons per Course** | | | | |
| Course | English 1 | Agriscience Foundations | Ag Communications 2 | Ag Communications 3 |
| Activity/Lesson | After reading R&J, students will pick out a major scene and rewrite the dialogue in today’s common form of English without altering the meaning of the passage. | Design a PowerPoint on Shakespearean key phrases/lines translating them from Old English into Modern English/Slang Lingo. | Assist 9th graders with script writing. | Design a montage, play bill or movie poster incorporating symbols, colors, drawings and/or pictures for key scenes in order to convey the emotions and key elements of R&J. |
| Activity/Lesson |  |  | Plan and conduct an interview of “new characters” for use in a feature article. |  |

**Lesson Instructions for English1\_\_\_\_\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** LA.E. 2.4.1/ LA.E. 2.4.2/ LA.E.2.4.7/LA.D.1.4.2/LA.D.1.4.3/ LA.C.3.4.1/ LA.C.3.4.3/ LA.C.3.4.4  **Rigor & Relevance (quadrant): A, B, C, D** |
| **Instructions to Teacher:** Days One – Three: Discuss the plot line of R&J and Old English functions as a language. Explain how to decipher and decode Old English (preferably introduced before reading R&J). Use worksheets on Shakespearean insults to facilitate understanding of the concepts and apply decoding skills. (Quadrants A - B)  Days Four – Seven: Explain to students rubric. Must maintain the same concepts and content, just put into plain, modern English (without the help of SparkNotes or *No Fear Shakespeare*. Allow students time to find, decode and rewrite the scene. Allow students to figure out costuming updates and language updates. Students must include present day agriculture components (What industries are the families involved in, rivalries between agricultural groups, etc). Scene updates will then be recorded and/or designed through the other AG Communications classes. (Quadrants B - C)  Days Eight – Ten: Practice, fine tune, edit and clarify presentations of scenes in class. Give students several chances to fine tune on Days Eight and Nine. On Day Ten (plus is necessary), students will have one “dry run” then must all present their scenes in their entirety for the class for an oral presentation grade (articulation, speed, clarity, etc.) (Quadrant D) |
| **Instructions to Students:** Days One – Three: Review the plot of R&J (in groups); learn basics of Old English; complete Shakespearean Insult worksheets.  Days Four – Seven: Receive and review rubric. Begin translating your scene into modern English. Figure out costuming updates and scene updates.  Days Four-Seven: Memorize and fine tune scripts. You must have the script portions memorized!  Days Eight and Nine: Practice, practice, practice.  Day Ten: PRESENT! |
| **Instructions for Student Accommodations:** Visually impaired students will be placed with partners. Rubrics will be provided and students will have the instructions posted in the classroom for the duration of the project. |
| **Assessment for Activity:** Students will be assessed on their insult worksheet, on their written script, and their final presentation on Day 10 in the class. |
| **Approximate Length of Time for Activity:** 2 weeks |
| **Materials Needed:** Pencils/pens, papers, construction paper, typing paper for designs, poster board if necessary |
| **Resources Needed:** Literature text book, old English reference pages (through internet or book format) |
| Attachments: Rubrics for script and presentation, Shakespearean insult worksheet |

**Lesson Instructions for \_\_Agriscience Foundations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** 7.01  **Rigor & Relevance (quadrant):** A, B |
| **Instructions to Teacher:** After class discussion in English 1 students will design a PowerPoint on Shakespearean key phrases/lines translating them from Old English into Modern English/Slang Lingo. |
| **Instructions to Students:** Design a PowerPoint on Shakespearean key phrases/lines translating them from Old English into Modern English/Slang Lingo. |
| **Instructions for Student Accommodations:** Rubrics will be provided with instructions. |
| **Assessment for Activity:** Students will be evaluated on their final power point according to the rubric. |
| **Approximate Length of Time for Activity:** 2 days |
| **Materials Needed:** |
| **Resources Needed:** Information from Eng 1, computer lab, Power point program |
| Attachments: |

**Lesson Instructions for \_Ag Communications 2\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** 19.01, 19.04, 19.05, 19.08, 19.09, 19.10, 19.11, 19.12  **Rigor & Relevance (quadrant):** A, B, C, D |
| **Instructions to Teacher:** Describe the difference between conversational style of script writing and normal conversation. Describe the two dimensional characteristics of television script writing. Write a two dimensional television script. Describe the importance of grammar and punctuation in writing scripts. Describe the relationship of active and passive voice in script writing. Describe the relevance of jargon, clichés, metaphors, absolute words, pomposity in script writing. Describe and demonstrate the correct speed of delivery for radio or television. Demonstrate proper voice inflection when reading scripts. |
| **Instructions to Students:** Assist 9th graders with script writing. |
| **Instructions for Student Accommodations:** |
| **Assessment for Activity:** |
| **Approximate Length of Time for Activity:** 1 week |
| **Materials Needed:** |
| **Resources Needed:** |
| Attachments: |

Duplicate as needed.

**Lesson Instructions for \_Ag Communications 3\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** 13.17, 13.18, 13.19, 14.11,  **Rigor & Relevance (quadrant):** A, B, C, D |
| **Instructions to Teacher:** Release flyers and brochures at the proper time for an event. Develop a brochure/flyer to promote an agriculture product, activity or event. Use one of the following to produce flyers/brochures: Create a magazine spread, brochure, poster, newsletter, and display for agriculture product or event. |
| **Instructions to Students:** Design a montage, play bill or movie poster incorporating symbols, colors, drawings and/or pictures for key scenes in order to convey the emotions and key elements of R&J. |
| **Instructions for Student Accommodations:** Provide a rubric for student materials. |
| **Assessment for Activity:** Each piece of media will be evaluated based on the rubric. |
| **Approximate Length of Time for Activity:** 2 weeks |
| **Materials Needed:** |
| **Resources Needed:** Computer lab and appropriate digital design software. |
| Attachments: |